

Analysis of Washington's System of Preparing and Certifying Educators

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PESB Composition

Our 21 Members:

- 8 teachers
- 3 principals
- 1 paraeducator
- 1 superintendent
- 3 college of ed
- 2 educational staff associates
- parent
- citizen
- SPI

PESB Mission (as of 1/06)

- Establish state policies and requirements for the preparation and certification of education professionals, ensuring that they:
 - are competent in the professional knowledge and practice for which they are certified;
 - have a foundation of skills, knowledge and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles meet or exceed the state learning goals; and
 - are committed to research-based practice and career-long professional development; and
- Serve as an advisory body to the superintendent of public instruction on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure.

There are statements about the reform of education and the significance of the profession we can make with certainty and assurance:

Teaching matters. Leadership counts.

Setting clear and high standards will help all children achieve at high levels, but it is skilled educators who make it happen. We continue to affirm this as the result of research and discovery, discussion and deliberation

Research confirms what we know from experience to be true: the most important influence on student learning in schools is well-qualified educators. Aside from home and family factors nothing has greater impact – nothing else even comes close.

Agenda

- Who We Are / What We Do
- *Washington's System of Preparing and Certifying Educators*
 - What We Have
 - What We Need
- Ongoing Educator Development and Compensation

ESSB 5732 ('05): Education Governance Legislation - Required Study

The PESB shall conduct “a comprehensive analysis of the strengths and weaknesses of Washington’s educator and administrator certification and preparation systems by December 1, 2005” and that the board “shall use the analysis to develop a planning document to guide the assumption of policy and rule-making authority responsibilities for educator and administrator preparation and certification, consistent with the board’s purpose.”

Washington's System of Preparing and Certifying Educators



*A Report to The Governor, Superintendent of Public Instruction, State Board of Education,
and Education and Fiscal Committees of the Washington State Legislature*

Washington Has:

	Traditional System	WA Implementing
Preparation	Uniform sequence of courses and credits. Primarily campus-based. Little opportunity for immediate application of theory into classroom setting. Little assessment of prior learning/ experience.	Greater variance of entry points. More site-based programs with greater opportunity for immediate classroom application of new knowledge and skills. Routine assessment of prior knowledge and experience to create more individualized preparation plans
Certification	Successful completion of courses and credits	Completed when successfully demonstrate competencies against defined standards
Continuing Ed / Professional Development	Individually determined / any clock hours	Professional Growth Plans – tied directly to school/district learning improvement goals; evidence-based w/ completion team-assessed

Washington Needs: Major Findings of PESB Analysis / Report

Comprehensive Analysis: Findings

“Although educator preparation programs are required to produce a significant amount of data related to various aspects of program quality, these data are not systematically compiled in a way that provides a comprehensive picture, across institutions, that can be accessed and reviewed by policymakers or the public”

- PESB

Washington Needs:

A state-level *system* for assessing and reporting educator preparation program quality:

- ✓ Review all current measures of program quality
- ✓ Multiple, meaningful indicators; exemplars; needed improvements
- ✓ Public reporting
- ✓ Explicit connects between preparation and classroom-required knowledge and skills
- ✓ Evidence-based research projects demonstrating impact of educator preparation and other factors on student learning

Comprehensive Analysis: Findings

“Currently, student performance data and strategies for school and student learning improvement are not systematically shared with educator preparation programs or used to drive program improvement”

“Student performance data must be used to drive coordinated strategic planning between P-12 and higher education to improve student learning and close the achievement gap.”

- PESB

Washington Needs:

State-facilitated strategic planning across sectors grounded in student performance data

- ✓ OSPI school improvement and educator preparation programs
- ✓ ESDs, OSPI and educator preparation programs
- ✓ P-12 schools and educator preparation

Comprehensive Analysis: Findings

“Increased support for partnerships can create opportunities to apply research and best practices to real-life situations and have larger implications for system-wide changes in policy and practice”

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Washington Needs

Incentives and supports for model partnerships

- ✓ Real issues, real solutions, real settings
- ✓ Professional Development Schools (PDS)
- ✓ Converting Focused Assistance Schools into PDS
- ✓ Explore and solve specific challenges, e.g.
 - ✓ Field placement difficulties
 - ✓ District and prep supply/demand coord
 - ✓ Colleges of ed and liberal arts

Comprehensive Analysis: Findings

“Standards for educator prep and cert need to not only align with today’s student standards, but need to be reviewed and revised in anticipation of what our students will need to know and be able to do in the future They must be out ahead of the curve, reflecting research and rigorous dialogue”

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Washington Needs

Agreed-upon and widely understood system for review and revision of preparation standards and certification requirements for all educators

Ensure that standards reflect:

- Focus on diverse learning and learners
- Use of technology in global world
- Focus on applied learning
- Personalization

Comprehensive Analysis: Findings

“Washington’s existing data sources stop short of capturing all that matters in providing important facts about the teacher workforce and teaching quality” - UW, 2003

Some of what we don’t know –

- Whether and where teaching assignments match qualifications
- Teacher qualifications related to student demographics
- True picture of out-of-field assignment

Washington Needs

State-level capacity and coordination in collecting and analyzing critical data for decision making

- Make development and implementation of an educator workforce data system a priority

Realistic strategies for ending out-of-field assignment

- Access, opportunity, affordable – get credential
- Limit conditional certs and waivers
- Examine influence of local hiring practices/contracting

Comprehensive Analysis: Findings

“Washington collects no statewide data on the quality, quantity, access to, or satisfaction with state-approved providers of continuing education or inservice professional development providers” - PESB

“Put simply, the continuing education system treats virtually anything as suitable. . . as the number of providers is vast and highly varied” – UW (2003)

*“Minimal standards exist” “quality not evaluated”
“almost anything eligible” - JLARC (1995)*

Washington Needs

New state standards and a state system to guide the approval and evaluation of providers of professional development that meet continuing education requirements.

Web-based centralized professional development registry and evaluation system

*Essential System Supports –
Recruitment and Ongoing Support for Educators*

Comprehensive Analysis: Findings

“Washington’s educator shortages are in specific teaching subject areas, educator roles, and geographic regions of the state. . . . Thus a targeted state systems approach to recruitment and preparation is needed”

- PESB

Washington Needs

Recruitment -

- Coordinated and collaborative approach
- Target incentives
- Long-range forecasting

Expanded access and program delivery options for educator preparation

- “pipeline”
- Technology use
- Alt Rts
- Truly performance-based

Comprehensive Analysis: Findings

“Our best efforts at preparation and certification are for naught if educators burn out and leave the profession because they don’t have adequate support and resources.”

- PESB

Washington Needs

Continuum of educator development –

- Extended induction support for all new educators
- Standards for induction
- High quality, relevant, accessible professional development
- Ongoing continuing ed and professional development rooted in school/district improvement plans and evidence of positive impact on student learning
- Re-align compensation with state system expectations

A salary allocation model based on credits and time is misaligned with emerging system of teacher development that is performance-based

Previous System	System WA is Implementing
Based on courses, credits and time	Performance-based; requires demonstrated competency

Example:

Teacher 1: Accumulates 150 clock hours to maintain certificate

Teacher 2: Serving as mentor teacher and chair of district's math curriculum committee. His/her district doesn't award clock hours for this, so she must scale back on those activities to quickly go pick up some clock hours to maintain her certificate.

Teacher 3: Employed in one of 7 districts piloting use of Professional Growth Plans for continuing education / certificate maintenance. Successfully-completed PGPs are awarded 150 clock hours.

Example:

Teacher 1: Awarded additional subject-matter endorsement after completing 18-credit higher education program. Can apply that 18 credits toward movement up salary schedule.

Teacher 2: Awarded additional subject-matter endorsement after successfully passing the Praxis II subject knowledge test. Earns no credits toward salary schedule.

Example 2:

Because a performance-based system can assess prior knowledge and experience and adjust requirements accordingly:

Teacher 1: completes teacher prep program in 27 credits -
achieves residency certificate

Teacher 2: completes teacher prep program in 62 credits -
achieves residency certificate

K-12 Salary Allocation Schedule For Certificated Instructional Staff
2003-04 School Year

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 or PHD
0	29,149	29,936	30,752	31,568	34,192	35,881	34,947	37,570	39,262
1	29,540	30,339	31,165	32,019	34,669	36,350	35,335	37,985	39,665
2	30,060	30,870	31,709	32,633	35,289	36,995	35,901	38,556	40,262
3	30,747	31,574	32,429	33,392	36,069	37,833	36,630	39,306	41,071
4	31,285	32,151	33,017	34,018	36,724	38,510	37,208	39,914	41,701
5	31,840	32,716	33,594	34,655	37,365	39,196	37,798	40,509	42,340
6	32,251	33,108	34,016	35,131	37,827	39,667	38,213	40,910	42,750
7	33,139	34,012	34,937	36,118	38,868	40,769	39,185	41,934	43,836
8	34,202	35,122	36,069	37,348	40,135	42,106	40,414	43,202	45,172
9		36,272	37,266	38,591	41,443	43,481	41,656	44,510	46,548
10			38,477	39,898	42,788	44,894	42,964	45,855	47,960
11				41,243	44,196	46,344	44,309	47,263	49,410
12				42,545	45,642	47,854	45,707	48,708	50,921
13					47,123	49,401	47,154	50,189	52,467
14					48,611	51,006	48,644	51,775	54,073
15					49,876	52,333	49,908	53,121	55,479
16					50,873	53,379	50,906	54,183	56,588

Example 1: Previous System:

A 4th-year teacher meets requirements for second-tier (continuing) certificate by accumulating any 45 credits –

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Example 1: New System:

A 4th-year teacher meets requirements for second-tier (professional) certificate. Her “core” involves no formal credits and she completes the program with only the 15 credits for her preassessment and culminating seminar.

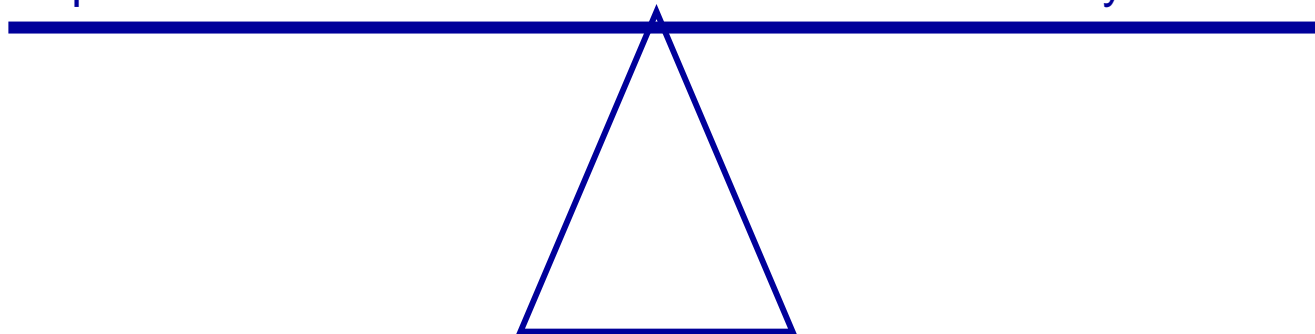
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- All teachers must attain the same standards required by the state, but they do not attain the same salary eligibility when they do.
- Should what the state requires be reflected in the system by which it compensates?

Achievement of
State Requirements

Eligibility on State
Salary Allocation Model



Knowledge and Skill-Based Pay (KSBP)

- *Acquisition* of Knowledge and Skills
- Ties compensation to:
 - Certification Levels (residency, professional cert)
 - Demonstrated Professional Growth (continued cert, added subject endorsement)
 - Career Growth (lead teacher, mentor)
 - Increased Responsibility (curriculum development)
 - Professional Achievement (National Board Cert)

State Funding and Policy Support

- Evidence-based research projects demonstrating impact of educator preparation and other factors on student learning
- State-level capacity and coordination in collecting and analyzing critical educator workforce data for decision making
- State-facilitated strategic planning across sectors grounded in student performance data
- Incentives and supports for model preparation / school improvement partnerships
- Web-based centralized professional development registry and evaluation system
- Compensation system aligned with state expectations